

Cleveland Elementary

151 Franklin St
Spartanburg, SC 29303

Grades	PK-6 Elementary School	
Enrollment	311 Students	
Principal	Patrick Suber	864-594-4444
Superintendent	Dr. Lynn Batten	864-594-4400
Board Chair	David W. Cecil, II	864-594-4400

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	37	55	13

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Below Average	No
2005	Unsatisfactory	Unsatisfactory	No

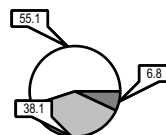
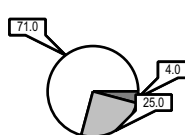
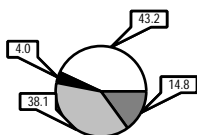
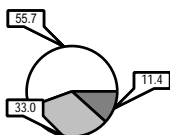
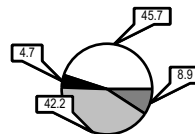
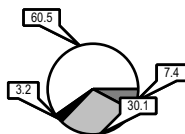
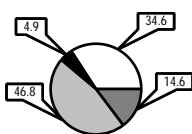
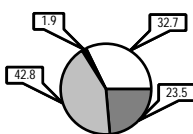
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	199	100.0	55.7	33.0	11.4	0.0	21.0	No	Yes
Gender									
Male	107	100.0	60.6	34.0	5.3	0.0	12.8		
Female	92	100.0	50.0	31.7	18.3	0.0	30.5		
Racial/Ethnic Group									
White	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	189	100.0	55.8	32.6	11.6	0.0	20.9	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	150	100.0	45.2	40.7	14.1	0.0	25.2		
Disabled	49	100.0	90.2	7.3	2.4	0.0	7.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	199	100.0	55.7	33.0	11.4	0.0	21.0		
English Proficiency									
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	198	100.0	55.7	33.0	11.4	0.0	21.0		
Socio-Economic Status									
Subsidized meals	189	100.0	57.7	32.7	9.5	0.0	18.5	No	Yes
Full-pay meals	10	100.0	I/S	I/S	I/S	I/S	I/S		

Mathematics – State Performance Objective = 36.7%									
All Students	199	100.0	43.2	38.1	14.8	4.0	29.0	Yes	Yes
Gender									
Male	107	100.0	46.8	37.2	13.8	2.1	30.9		
Female	92	100.0	39.0	39.0	15.9	6.1	26.8		
Racial/Ethnic Group									
White	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	189	100.0	43.0	38.4	15.1	3.5	28.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	150	100.0	31.9	45.2	18.5	4.4	34.8		
Disabled	49	100.0	80.5	14.6	2.4	2.4	9.8	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	199	100.0	43.2	38.1	14.8	4.0	29.0		
English Proficiency									
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	198	100.0	43.2	38.1	14.8	4.0	29.0		
Socio-Economic Status									
Subsidized meals	189	100.0	45.2	38.1	13.1	3.6	27.4	Yes	Yes
Full-pay meals	10	100.0	I/S	I/S	I/S	I/S	I/S		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	199	100.0	71.0	25.0	4.0	0.0	4.0
Gender							
Male	107	100.0	73.4	23.4	3.2	0.0	3.2
Female	92	100.0	68.3	26.8	4.9	0.0	4.9
Racial/Ethnic Group							
White	4	100.0	I/S	I/S	I/S	I/S	I/S
African American	189	100.0	70.9	25.0	4.1	0.0	4.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	150	100.0	63.7	31.1	5.2	0.0	5.2
Disabled	49	100.0	95.1	4.9	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	199	100.0	71.0	25.0	4.0	0.0	4.0
English Proficiency							
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	198	100.0	71.0	25.0	4.0	0.0	4.0
Socio-Economic Status							
Subsidized meals	189	100.0	73.2	23.8	3.0	0.0	3.0
Full-pay meals	10	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	199	100.0	55.1	38.1	6.8	0.0	6.8
Gender							
Male	107	100.0	60.6	34.0	5.3	0.0	5.3
Female	92	100.0	48.8	42.7	8.5	0.0	8.5
Racial/Ethnic Group							
White	4	100.0	I/S	I/S	I/S	I/S	I/S
African American	189	100.0	54.7	38.4	7.0	0.0	7.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	150	100.0	46.7	45.2	8.1	0.0	8.1
Disabled	49	100.0	82.9	14.6	2.4	0.0	2.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	199	100.0	55.1	38.1	6.8	0.0	6.8
English Proficiency							
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	198	100.0	55.1	38.1	6.8	0.0	6.8
Socio-Economic Status							
Subsidized meals	189	100.0	56.5	38.1	5.4	0.0	5.4
Full-pay meals	10	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	62	98.4	36.8	28.1	28.1	7.0	35.1
	4	61	98.4	43.9	45.6	10.5	N/A	10.5
	5	66	98.5	49.2	39.3	11.5	N/A	11.5
	6	76	98.7	75.3	20.5	4.1	N/A	4.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	42	100.0	43.2	43.2	13.5	0.0	13.5
	4	47	100.0	41.5	39.0	19.5	0.0	19.5
	5	49	100.0	64.4	26.7	8.9	0.0	8.9
	6	61	100.0	66.7	27.5	5.9	0.0	5.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	62	98.4	31.6	43.9	17.5	7.0	24.6
	4	61	100.0	39.7	46.6	13.8	N/A	13.8
	5	66	98.5	49.2	36.1	13.1	1.6	14.8
	6	76	98.7	53.4	37.0	6.8	2.7	9.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	42	100.0	45.9	45.9	8.1	0.0	8.1
	4	47	100.0	31.7	36.6	26.8	4.9	31.7
	5	49	100.0	48.9	42.2	4.4	4.4	8.9
	6	61	100.0	43.1	31.4	19.6	5.9	25.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	42	100.0	73.0	27.0	0.0	0.0	0.0
	4	47	100.0	65.9	26.8	7.3	0.0	7.3
	5	49	100.0	73.3	24.4	2.2	0.0	2.2
	6	61	100.0	70.6	23.5	5.9	0.0	5.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	42	100.0	43.2	45.9	10.8	0.0	10.8
	4	47	100.0	39.0	48.8	12.2	0.0	12.2
	5	49	100.0	73.3	24.4	2.2	0.0	2.2
	6	61	100.0	60.8	35.3	3.9	0.0	3.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 311)				
First graders who attended full-day kindergarten	95.1%	Down from 100.0%	100.0%	100.0%
Retention rate	2.5%	Up from 1.5%	3.9%	3.0%
Attendance rate	96.5%	Up from 95.9%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.0%	No change	6.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.0%	Down from 5.0%	5.7%	3.2%
Eligible for gifted and talented	7.0%	Up from 4.8%	4.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.7%	Up from 11.2%	7.8%	8.2%
Older than usual for grade	1.0%	No change	1.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.6%	Up from 0.2%	0.0%	0.0%
Teachers (n= 36)				
Teachers with advanced degrees	72.2%	Up from 62.5%	50.0%	52.6%
Continuing contract teachers	72.2%	Down from 80.0%	77.4%	83.3%
Highly qualified teachers	87.9%	Down from 97.2%	91.7%	93.5%
Teachers with emergency or provisional certificates	3.1%	Up from 2.8%	3.0%	0.0%
Teachers returning from previous year	85.2%	Up from 83.8%	83.1%	87.0%
Teacher attendance rate	92.7%	Down from 94.1%	94.9%	95.0%
Average teacher salary	\$42,194	Up 0.8%	\$40,366	\$41,703
Prof. development days/teacher	9.0 days	Down from 10.0 days	14.4 days	12.8 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	13.5 to 1	Down from 22.1 to 1	16.3 to 1	18.8 to 1
Prime instructional time	87.4%	Down from 88.5%	88.8%	89.8%
Dollars spent per pupil*	\$10,019	Up 1.9%	\$7,482	\$6,242
Percent of expenditures for teacher salaries*	58.0%	Down from 58.1%	63.5%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	52.5%	Up from 40.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.5%		89.4%	
Highly qualified teachers in high poverty schools	93.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2004-2005 school year was successful in many ways. To begin, Cleveland has been at the forefront of the reduced class size initiative. The district technology plan has provided equitable resources for our school, as well. Most classrooms have at least five computers with high-speed Internet access, and our administrative offices have new computers with the same capabilities. Our academic program centered around literacy with focus on independent reading, shared reading, and effective use of read alouds. All certified staff participated in study groups twice a month to examine best practices in literacy instruction. In-service activities focused on the district's Conceptual Framework for Teaching and Learning, Ruby Payne's Framework for Understanding Poverty, and consultants from Visionary Leadership, Inc. provided support for building successful learning communities through techniques for developing positive school environments. Instructional specialists, coaches, and administrators engaged in their own study groups focusing on learning strategies that provided classroom support for teachers. Students that scored below basic were placed on academic plans and received additional assistance to encourage and facilitate success. An expanded Boys and Girls Club provided a homework center for all students who attended.

Summer school opportunities for Cleveland as the designated Center for Teaching and Learning for the district will provide students and teachers with enriched curriculum studies in reading and math. This venture will emphasize small group instruction and active engagement in the classrooms. The summer school program will support students from preK-6th grade.

Cleveland's partnership with Spartanburg Regional Healthcare System provided support for the social and physical health of the students and staff at Cleveland. Our parent involvement coordinator provided multiple services to parents of students. Parent workshops, an active parent volunteer program, and School Improvement Council duties allowed the coordinator close contact with parents. PTO membership has steadily increased, and successful fundraising activities provided Cleveland the necessary resources to continue a beautification project for our building and grounds. Our motto of home, school, and community - together we can make a difference has been a reality for Cleveland this year.

Cleveland is committed to providing a quality education for all students that we are privileged to serve.

Patrick Suber, Principal
Sheila Jones, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	42	44	23
Percent satisfied with learning environment	75.6%	79.1%	87.0%
Percent satisfied with social and physical environment	80.5%	72.1%	77.3%
Percent satisfied with school-home relations	47.6%	74.4%	72.7%

*Only students at the highest elementary school grade level at this school and their parents were included.